**Compare and Contrast of Kindergarten**

**Cates/Alston:** The students are working on the letter T and the word THE. The students are working on a worksheet where they circle the first letter of the picture and on the back they work on writing the word THE. Even though there are two instructors, the kids are not getting differentiated instruction; they are loosing their ability to hold their attention easily. The teacher is very loud and forceful with instructions and redirection. The students do like the “This is how we do it” symbol.

There was a really good review at the end where the teacher held up the card and the students would make the sound of the beginning letter. There is no sense of informal assessment to judge if they really got it or not. There was a lot of dead space where the students had to lay there heads down on the desk and be quiet while she sought out different things to complete the lesson.

**Scott:** The students were doing their reflection and had just finished their centers. The reviewed by telling what they were doing during center time individually. While they were reviewing, they were moving to the spread out seats to watch the discovery video. This helps with keeping children from bothering each other and distracting their classmates. The discovery video was short and on animals. It appeared as though there were a few minutes left over and she pulled this up as an extra time filler. If that is the case, that was a very good activity. If was planned that is even better. Kids were a lot more behaved and engaged.

**Pernell:** The students were in their centers working on the same letter and sight word. The groups were either reading, doing the letter worksheet, listening to audio book, using the leapfrog, and drawing from letter book with crayons. The class was behaved and engaged in their work. What is the informal assessment for this and how will you know if they got it?